



Here at Trafalgar Community Infant school, we are very proud to be offering a wide range of PESSPA (Physical Education, School Sport and Physical Activity) to all children and make sure we adhere to gov.uk and their expectations of Pupil Premium funding.

Gov.uk state that schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

The school also uses the 5 key indicators from gov.uk to demonstrate and show improvement.

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim (as an infant school, without a pool nearby, this is taken up by their next school in KS2)

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • PE being taught across school by all staff – every class participating in 2x PE sessions weekly. • Staff developing their skills and knowledge of the PE curriculum by watching external coaches (kicks, Tessa) • Before and after school clubs offered over the course of the year, in different sporting/physical activity areas. • Children have had the opportunity to participate in sporting events at external schools. • The daily mile has been successful with classes going out on the track each day to run. • Continue to raise the profile of PE at Trafalgar with improved parent communication; on newsletters and social media. • External coaches delivering high level PE that teachers can also learn from. • Little leaders has been set up, where children are setting up activities for other children to participate in during lunchtimes. • A PP, SEN, vulnerable children register was set up, so they have the opportunity to participate in external events. • Sporting areas at lunchtime have been set up for children to access. A range of sports are available on a weekly basis. • Sporting lines have been painted onto the playground for sports and activities. • Staff have been attending courses, looking into ways of engaging more pupils into physical education. • Lots of new equipment has replaced old and outdated equipment. Providing children with lots of new opportunities. • The separation of PE equipment and playtime equipment has meant longer lasting equipment for PE lessons. • PE Interventions for vulnerable children during school time, allowing them to be taught in smaller groups twice a week. • Feedback from these interventions has given teachers a better understanding of assessment. • Working with an external professional football coach to deliver coaching to all children in the school. • New motor skill equipment for the reception garden. • Embedded the new Twinkl PE scheme and have run through it West Sussex SIP advisers. • The start of a new programme called Teach Active, which will be part of our timetables. • Staff questionnaire was sent out to understand more about the staff’s relationship with PE. • The Long term plan has been thought through carefully. 	<ul style="list-style-type: none"> • Moving away from Real PE into Twinkl Move. • MTP and LTPs to be looked at. • Monitoring of lessons and quality of teaching. • Attending more sporting events outside of Trafalgar • Ensure the LTP and MTP planning is relevant to the children’s needs and reflects their pupil voice.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: 17,105.03		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
Intent		Implementation		Impact	
<u>Your school focus should be clear with what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</u>		<u>Make sure your actions to achieve are linked to your intentions:</u>		<u>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</u>	
For children across the whole school to be able to participate in a range of sports during curriculum time All children to be able to participate in different sports/games.		Purchasing of football, gymnastic, athletics, hockey, tag rugby and playtime equipment. Ensuring more equipment is bought to allow PE to be taught by multiple teachers at the same time. Playtime sporting area to give children more opportunity to play and participate in new sports.		£6630.26 All children from R-Yr 2 took part in 2 hours of PE a week throughout the whole year. Children are more active and have been improving their coordination, balance and movement. All areas of the PE curriculum were taught (dance, gym, sport) “ I have really enjoyed the different PE lessons we have done throughout the year, I have even joined a football team now” (Zac Yr1).	
				<u>Sustainability and suggested next steps:</u> Much of this equipment can be re-used next year. The sports that have proved popular with the children, we will purchase more equipment to allow them to continue playing the sport at playtimes and lunchtimes.	

	<p>New sporting lines on the playground to help with sport rules and understanding. Also other painted lines that encourage physical activity.</p> <p>New gross motor equipment for reception and repairs to the EY play tower.</p>	<p>“I love it when the wall bars are out and we get to try lots of balances and shapes on the bars”</p> <p>The daily mile is the part of the day children look forward to. Children have an understanding of why they are doing the daily mile and the impact it has on their body. They are always asking to do it, and when it is, showing it’s a great part of their day. “The daily mile is my favourite part of the day, I love running” (Alfie Yr2).</p> <p>Children have higher levels of stamina and can complete more laps in the time. Oct 22 – 4 laps in 5 mins June 23 – 6 laps in 5 mins.</p> <p>Children have been playing on the equipment regularly and have now been able to test out their balance and coordination on the new equipment. “we have seen more children accessing the new reception playtime equipment, improving their motor skills”.</p>	
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<p>To increase levels of physical activity for all children at playtimes and lunchtimes</p>	<p>Playtime sporting area to give children more opportunity to play and participate in new sports.</p> <p>Staff timetable to include confident staff who can deliver good sporting games.</p> <p>2x basketball hoops for playground 2x football goal for Playground. New hockey sticks/balls.</p>		<p>When observing lunchtimes, the sporting area is always full and has children watching the cheering on.</p> <p>“I love the sporting area “football and rugby have been my favourite”.</p> <p>“I really enjoy working in the sporting area because all of the children are loving it and getting a real buzz, I am seeing great teamwork and kindness too” (Learning assistant)</p> <p>Children are using lots of equipment at playtime, new playground balls to use so they are safe on the playground. The equipment bought for the playground is to allow safe play as well as providing the proper equipment for skills to be learnt</p>	<p>This equipment will last for many years. Ideas and staff confidence on delivering will increase.</p> <p>Playtime staff have an input on what equipment they feel would benefit the children.</p> <p>Children are using equipment that is specialised for the sport or activity they are playing.</p>
<p>To increase the level of opportunity for vulnerable children.</p>	<p>Twice a week catch up/intervention sessions delivered to children in Y1 and 2. Delivered by an external fundamental movement/call skills expert (TW)</p>		<p>All PP and SEN children in school in Yr1 and 2 have had this intervention and benefits have been seen in their attainment when in class PE lessons. TW has given the class teacher feedback and the improvements the children have made, showing great progress in their skills and confidence.</p> <p>(TH) I have seen so many happy faces when the children were participating on the coach or at the events.</p>	<p>These sessions are in place to continue next year and develop further.</p> <p>The children who are on the register are given the opportunities of participating in the external events and also are given spaces in clubs around the school.</p>

<p>All children have been put on a register so that I can make sure all of them attend sporting events.</p>	<p>Register has been kept up to date and all children were given an opportunity. Badminton festival, kurling festival.</p>			
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p><u>Your school focus should be clear with what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</u></p>	<p><u>Make sure your actions to achieve are linked to your intentions:</u></p>	<p><u>Funding allocated:</u></p>	<p><u>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</u></p>	<p><u>Sustainability and suggested next steps:</u></p>
<p>Attending events outside of school and participating in outer school tournaments/festivals.</p>	<p>Fee for entering teams into these events. Time out of class to organise these events.</p>	<p>Costs included in Key Indicator 3 below</p>	<p>Children are very excited about these events and are very engaged. Always asking for when the next one is coming up. Children talk and show off their achievements in assembly.</p>	<p>We are looking to enter more teams to more events next year.</p>
<p>New sporting lines across the playground.</p>	<p>Teachers to be using these lines during PE/playtime to show the children what they are for. When used in sport, rules and instructions can be given. Linking some playtime lines to outdoor maths. Targets and numbers are being used.</p>		<p>More effective PE/sport. Children understanding the boundaries of their sport. Parents/adults can see the upgrade and are impressed at how this will have a great impact on their kids. Painted lines are far safer for the children compared to cones and lines which can slip.</p>	<p>We are looking to keep updating these and adding to them to increase the experience.</p>

<p>New PE scheme – Twinkl</p>	<p>Staff questionnaire to understand the impact of this on the staff.</p>		<p>90% of staff were happy with the change to Twinkl PE, saying it is more accessible and easier to follow.</p> <p>Staff in the questionnaire said they are more comfortable teaching and following the Twinkl PE as it is structured well.</p> <p>Children said “I really like doing under the sea gym”.</p> <p>The children have had a positive start to the scheme and observations I have completed have shown this</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p><u>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</u></p>	<p><u>Make sure your actions to achieve are linked to your intentions:</u></p>	<p><u>Funding allocated:</u></p>	<p><u>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</u></p>	<p><u>Sustainability and suggested next steps:</u></p>

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<p>To increase levels of physical activity for all children at playtimes and lunchtimes. Staff are learning the skills to teach PE and can observe different sports being played.</p>	<p>Training of mid-day supervisors, LSAs and TAs, to deliver high quality PE/sport sessions.</p> <p>Teachers to give advice and show LA's the rules of these sports.</p> <p>Observing the external instructors who teach dance and sports.</p>	<p>£6,654.77</p>	<p>When observing lunchtimes at the start of the year, behaviour and engagement were an issue. Now so many children are participating in the sports area and love the wide variety of sports on offer. Alongside this sport area, creative and quiet areas are included to match the need of all children.</p> <p>"I never knew we had so much equipment or how to use it. I feel</p>	<p>Continue to monitor and ask the children what further equipment we might need</p> <p>Repeat training next year but ask each adult to show something they have done for this.</p>
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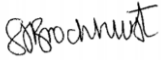
			<p>a lot more confident in setting up some activities at lunchtime now” (LTS)</p> <p>“It actually makes the behaviour at break times much easier to manage now as the children have so much equipment to keep them active”.</p>	<p>The children has also asked for more lunchtime clubs so this is something to look at potentially funding next year.</p>
<p>Bringing in sport and exercise experts to deliver high quality PE lessons for staff to observe and take notes. (Tessa – multiskills) (Kicks Dance) (Football coaching)</p>	<p>Staff participate in this and have been encouraged to take pictures, videos and notes so that they can magpie ideas and see how an effective lesson is structured and executed.</p>	<p>Teachers are improving their PE lessons and have been taking notes and getting involved in the lessons. They are using the skills learnt to deliver their own lesson.</p> <p>The children are participating in a wider range of sports and the skills are being developed yearly.</p> <p>I have observed the teachers and they have been delivering good lessons and have used ideas from the lessons they have watched.</p> <p>Tessa will also be giving tips and tricks for teachers to use during the lessons and will tell the teachers how to adapt and tweak these to meet the needs of their class/future classes.</p> <p>“I can finally teach PE with the confidence I am doing a good job”</p>	<p>The learning from the lessons will continue and teachers can take this forward and increase their knowledge.</p> <p>Looking at bringing in a gym expert to deliver gym lessons.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
<u>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</u>	<u>Make sure your actions to achieve are linked to your intentions:</u>	<u>Funding allocated:</u>	<u>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</u>	<u>Sustainability and suggested next steps:</u>
To introduce at least one new sport to the children each year. (Kurling, Badminton),	We arranged an external festival for children to participate in for kurling and badminton. Ordered new Kurling equipment for the school. So they can keep engaging in these opportunities.	£0	Children were very engaged and have been very keen to try it again. "I really had lots of fun" "I've seen them do it on the ice on TV" "Can we get the Kurling out again and play this at lunchtime?" "I've never played badminton before"	We are looking to set up these sports for children to try during school time, so new children in reception have the opportunity to experience it.
A wider variety of sport clubs to be offered, before and after school.	Football club Multi skill club Lego club		A great attendance in these clubs, lots of children are displaying new skills and enjoying new sports.	More staff are researching and starting new clubs for next term (tag rugby) (orienteering)

<p>Little leaders course where children learnt how to lead sports/activities on the playground.</p>	<p>Asking staff to think about offering clubs once a week for children to attend, before or after school.</p> <p>Timetable set out for the children to lead activities on the playground.</p> <p>Attended the course with the children and supported them through it.</p>		<p>Staff have been positive and we have new clubs starting up for the beginning of next year.</p> <p>“Thursday is the best day because it’s football club after school”</p> <p>“I have joined a football club now as I liked it so much” (Jack Yr2)</p> <p>“ I can’t wait to start leading on the playground with my friends”</p> <p>“I really enjoyed setting up the activities” (Yr1)</p>	

<p>Key indicator 5: Increased participation in competitive sport</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p><u>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</u></p>	<p><u>Make sure your actions to achieve are linked to your intentions:</u></p>	<p><u>Funding allocated:</u></p>	<p><u>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</u></p>	<p><u>Sustainability and suggested next steps:</u></p>

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To participate in external competitions.	Trafalgar have started to enter external school tournaments/festivals and children have been selected to attend. We are aiming to increase the participation of children when we enter more tournaments and festivals.	Included in Key Indicator 3 above	The children have had great experiences and love entering new schools and meeting other children. Children did very well and showed great sportsmanship. We have had parents of those children who attended, asking about local clubs where they can continue the participation. <p>“That was so much fun” “ I did so well and scored lots of goals” “I remember in Year 1 when we did that football tournament, it was amazing” .</p>	We will be entering more and more tournaments/ festivals to give as many children the opportunity as possible. We will aim to get more vulnerable children to participate in the festivals to give them the opportunities to try new sports/events.

Signed off by	
Head Teacher:	
Date:	20.6.23
Subject Leader:	Thomas Hallett
Date:	20/06/23
Governor:	
Date:	20.06.23

<u>Total spend</u>
<u>£13,285.03</u>

